SAFETY

APRIL 1955

Two Sections · Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

PLAYING WITH A WEAPON

See ASA ABOARD FOR SAFETY, page 2

EDITOR'S NOTEBOOK . . .

It's April—and Spring, 1956—sure to be a wonderful season when the world springs into new life all around us once again, and we can get out and stretch our limbs in the fine spring sun.

The watchful school administrator feels a new responsibility towards the children when spring bursts forth—for, with it, the children take on a new life, a new "look," and emerge into the warm outdoors like puppies too long caged, eager for new activities, new fields to conquer—and often momentarily heedless of the dangers that come with fine weather.

This is the time for a strong re-emphasis of all the safety lessons that have been stressed in your classrooms all year—of pushing again your programs of bicycle safety, of the Signs of Life, of the watchful traffic precautions you have been teaching the children and young people.

On page two, "All Aboard for Safety" tells of an interesting program conducted in a Tinley Park, Illinois, school where five-year-olds are molded to safe attitudes by activities which integrate safety into almost every phase of group work the year around. A Better Bicycling Campaign conducted last May in the schools of Pittsfield, Massachusetts, described on pages 8, 9 and 10, may give you an idea for a start on a bicycle safety program of your own, surely needed with the spring rush of bicycles on the streets.

If you are concerned about your liability problems (and what school administrator isn't!) Cecil Zaun, coordinator of safety for the Los Angeles public schools, explores problems of liability for on-the-job accidents to employees on pages 14, 15 and 16. His article is designed to give you an insight into how to reduce your compensation payments, how to bring a satisfactory solution to your liability and compensation problems.

For those who wish to explore a total school safety program, "Build Your Program *With* Your School," on page 5, should be very helpful. And the practical financial facts of a driver education course are detailed in "What You Pay and What You Get" on pages 12 and 13.

Many of us today are concerned with the problems of safety on college campuses, and a definitive study of student injuries on the campus of Bowling Green State University, one of the first studies of its kind, is described, with the results it found, on page 21.

Of course, there are the safety lessons, for kindergarten and every grade, on pages 25 through 34, which bring you actual classroom work on timely safety material for your students. In fact, the magazine in its entirety has been planned and developed to do just that.

To you, then, and to all the children and young people under your daily care—a very happy and safe Spring, 1956, helped, we hope, by the very concrete assistance you will get towards your safety program through this issue of SAFETY EDUCATION Magazine.

ALICE M. ROBISON

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 8 Section One

Alice M. Robison, *Editor*
Beverly Thompson, *Associate Editor*
H. W. Champlin, *Advertising Manager*
R. O. Jones, *Asst. Advertising Manager*

CONTENTS for APRIL, 1956

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SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1930, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Printed in the U.S.A. Subscription price $3.30 a year. Reduced prices for quantity orders.

The schoolhouse might be old . . . but not the modern way of teaching safety at this suburban kindergarten, where railroad safety and the Signs of Life are taught synonymously with the first experiences in group school work.

All Aboard for Safety!

By Beverly Thompson

A 110-YEAR-OLD farmhouse in a rural area near Oak Forest, Illinois, rocks today with the laughter of many children, accommodates its surrounding acres gently to the outdoor games of youngsters in the spring and fall.

For this old farmhouse—once the sturdy home of an Illinois settler, later the abode of his succeeding generations and then the summer home of a Chicago family—has been converted into a kindergarten for 80 youngsters, a rambling, happy place where five-year-olds in this area and for 30 miles around are getting their first taste of group play and work in a home-like setting.

Of many interesting educational techniques used at Orchard Hill Kindergarten, one of the most unique is its safety education program. Almost from the first day they enter the kinder-

Upper left: Passengers in a train they have constructed are some of the five-year-olds at Orchard Hill Kindergarten.

Left: Children learn how a big steam engine in the Markham Yards works. Explaining, J. M. O'Connor, left, and M. Lahndorff of the Illinois Central.

Five-year-olds on a trip to the Markham Yards, Illinois Central Railway, get a taste of riding the big steam engine.

garten, the youngsters start hearing and talking about safety.

Says Mrs. Leslie Johnson, director of the school, "These children come from suburban Chicago communities and farms, some from many miles away, for there are no public school kindergartens nearby. Most of the children come in close contact every day with such hazards as railroad crossings, county roads and highway traffic. Even though they can't read, they must know what highway signs are, what they say and mean, what kind of behavior must be practiced on the highway and at railroad crossings."

Safety is made an integral part of school living at Orchard Hill. At first, it is taught with colors.

A home-made traffic signal at the head of the quaint old stairs to the second floor proclaims green—all clear—to a line of children below who are waiting to mount to the second floor story room. At the same time it signals red—stop—to the children lined up upstairs waiting to descend to the dining room for cocoa and crackers.

A yellow, triangular sign at the foot of the stairs says "Hill" to the children as they prepare to mount the steps to the second floor. Although, of course, they cannot read it when they first enter school, the word "hill" becomes one of the first words they learn to read.

Another yellow, triangular sign near the steps has an arrow, curving to the left, printed on it. If you ask the children what this means, they will tell you that the sign tells them to turn that way when they reach the top of the stairs, and that it means there is a curve up ahead when one is on the highway.

One of the big safety projects of the school each year is a unit on railroad crossing safety. The children construct a realistic train from orange crates. They are helped to build a railroad crossbuck sign and a black-and-white striped gate of the type used at many railroad crossings. Then they all take turns riding the train and playing pedestrian. A classmate tends the gate, lowering it to let the train go through, while the pedestrians wait, raising it when the puffing "monster" has gone through. By constructing the train, the sign and the gate themselves, the children not only learn coordination, they also learn about railroad crossings and safety, become familiar with actions required when, in their life outside of school, they come

All Aboard for Safety!

(Continued from preceding page)

Re-enacting on a flannel board their daily trip to school are these five-year-olds with their teacher. The children have drawn and cut decorations and highway signs themselves, placed them on the flannel-board, carefully observe them in play of game.

Above: Children identify the Signs of Life, a familiar part of their lives through day-by-day emphasis. Books are National Safety Council pamphlets, which the teacher has just read to them.

A home-made traffic signal at the top of the stairs to second floor tells the children when the way is clear for them to pass to other rooms. Mrs. Leslie Johnson, director, goes over the meaning of the signs with some of the children.

across these lowered gates and railroad crossbucks.

In line with this teaching, the children build tracks, trains, railroad signs and gates out of clay, also play "going to school" on a flannelboard, adhering their cut-outs of trees, homes and railroad crossings, as well as stop and warning signs, on the board in a daily game of re-enacting their routes to school.

Big project of the railroad unit is the trip to the Illinois Central Railroad's Markham Yards. Shepherded by teachers and parents, the children are welcomed by the men of the Illinois Central, who give them rides in the big engines, go with them to the signal tower which overlooks the yards and explain how the trains are directed to various tracks, take them into the roundhouse to see the trains undergoing repair.

Back at the school, each of the children in day-to-day group work learns the meaning of the Signs of Life. They know that when they see an eight-sided stop sign, which they now recognize on sight, they must *stop*. A diamond-shaped sign, they know, is a *warning*, a crossbuck as *railroad tracks—be careful*, and a rectangle, as *do not pass*, or other restrictions.

The fact that this safety teaching is taking effect is amply attested to by school bus drivers and parents who transport the children to school each day. Woe be to the person who looks as if he might miss a stop sign, they say! Any absent-minded driver wouldn't have a chance to drive carelessly while the children are in the car.

And the effect on their own lives, Mrs. Johnson hopes, will be equally as valuable.

Note:

Frank Creason, now principal of still another elementary school in an expanding Kansas community, was safety supervisor of the new Santa Fe Trail school when the events described in this article occurred. His recommendation, out of personal experience with setting up the safety program at Santa Fe Trail, amounts to this:

You will have a more successful safety program if your plans for safety are begun while the contractor is still raising the walls of your new building . . . and if your plans encompass the ideas and efforts of a good many interested individuals in the community as well as on the school staff. —The Editor

Build Your Safety Program *With* Your School

School patrols open car doors at the front entrance to the school drive, see that students get out safely, go directly into school.

By Frank Creason
Principal
Sequoyha School
Overland Park, Kansas

A GOOD safety record doesn't just happen; it must result from the thoughtful consideration of an entire school district and surrounding communities. At Santa Fe Trail, a large elementary school in district 110 of northeast Johnson County, Kansas, we think we have part of the answer to a good safety program and a good safety record.

A new school completed in January of 1954, Santa Fe Trail has housed from 1000 to 1400 students since opening day. Buses bring approximately 300 of the students; the remaining student body arrives by 60 cars, 125 bicycles and on foot. This means that the safety of the majority of our students is in the hands of thousands of drivers hurrying to their occupations in greater Kansas City.

Our community is like many others in the United States today; it consists of thousands of new homes built in the past 10 years, with hundreds more still going up, necessitating new school construction at frequent intervals. Our safety problem is increased by the fact that ours is a contradictory type of development . . . urban in style yet with rural development of streets and roads and no sidewalks for pedestrians.

Left: Buses unload their cargo at the car unloading area at the school. Each child is acquainted personally with the necessity for care on the street and in the bus in this school-community safety program.

Below left: Kindergarten children are helped to the right bus with the aid of the school patrols, shown with their small charges.

So it is due partly to the fine cooperation of the many motorists in our area that our program has been successful . . . but that is only part of the story. The exciting aspects of our story are found in the core of education itself . . . in the children which fill our classrooms.

Before we discuss the part the children play in our safety program, a little needs to be said for the wide interest taken in our program by many individuals in our community. To form our program, a PTA safety committee and the school safety supervisor got together for early discussion. *Plans were developed before the school was completed.* Soon parents (through home owners associations) had signs posted and the Mission Township board made a study to determine the need for stop signs, school approach signs, crosswalks and patrolmen to enforce added restrictions on drivers.

All of these plans were made cooperatively, with the school safety supervisor acting as coordinator between home, school, and local law enforcement officers. The safety supervisor and the school principal also planned early to see that proper signs were installed to decrease confusion, facilitate the continuous flow of traffic during busy periods in the immediate vicinity of the school. Even before we moved in, safety was vital, we felt. Later, added emphasis was given to these matters.

Once the community was organized for the safety of our school children and our doors were opened, we turned our attention to the youngsters themselves and the role they could play in the overall safety program. We started with a safety patrol; this group today consists of two parts . . . patrol boys for outside corners and a patrol girl auxiliary which assists with safety work within the building and sees to it that kindergarten children get to their proper buses. The girls also contribute safety posters, news items and safety slogans in a general program to make the entire student body safety conscious.

We have 33 patrol boys in all, selected from our sixth and seventh grade classes. The boys are chosen on the merits of past citizenship, scholastic and leadership records. We believe that these boys must be characteristically thoughtful individuals . . . because their relations with others influence the entire school. Each child arrives at school with his or her own set of fears, hopes, resentments, values, plans, skills and limitations; these attitudes are often reflected in the reaction of the particular child to the patrol boy on his corner. Consequently we spend considerable time with each patrol, trying to help him as an individual as much as we try to unify the entire patrol program.

The following ideas were adopted for building patrol pride:

- Cooperative plans between supervisor and patrol boy. (All people work better if they have an opportunity to share ideas.)
- Meetings held at regular weekly intervals on the noon hour.
- Elected officers . . . a captain, first lieutenant, and two second lieutenants.
- Genuine counsel by the safety supervisor with each boy. (Individual counseling is the only way to learn whether or not the boy un-

derstands the added responsibilities he has accepted; also, he will react more favorably to guidance of this kind.)

▶ The AAA patrol pledge administered to the patrols at a student assembly . . . to impress the other children as well as the patrols themselves with the purpose for the group and the respect with which it should be regarded.

▶ Patrol patches for the boys to wear . . . and to keep after a year of successful service. In May, when school closes, certificates are also presented to the boys and the superintendent of schools sends each one a personal letter of commendation.

▶ Close order drill . . . carried out not to regiment the boys but to facilitate a coordinated effort of body and mind. This increases their pride in themselves as individuals and as a team; at the same time it enhances their reputation with the rest of the student body.

You will gather that the patrol is an important part of our overall safety program. It is . . . but it is not the whole of the program. We also have a student council which regularly adds emphasis to our safety efforts by assigning the responsibility of constructing a large safety mural to one grade a month. In this way, every one in Santa Fe school has an opportunity to participate actively and creatively in work for safety during the year.

Meanwhile, teachers use safety information which is distributed to their rooms once a month for classroom discussion. And the patrol boys are invited to make special visits to all primary classrooms, so that these younger children will understand what the badge and belt of the patrol boy stand for. Some teachers have even used patrols as live models for art work in the safety theme and teachers constantly make suggestions in faculty meetings for improving and extending the safety program for greater impact on the students.

At the same time, participation by law enforcement officers did not end with planning stages. Both local and state officers visit the school regularly. They show films, hold safety discussions with the intermediate grades in assembly, and stop in at all primary classrooms, to acquaint the younger children personally with necessity for care on the street and with the officials who can help them to keep safe.

We of district 110 are proud of the safety record we have established thus far. Our superintendent, principals, coordinators, teachers, students and parents . . . all are vitally interested in this school program, and we're proud of that, too●

Phelan Named Executive of American Telephone & Telegraph

Clifton W. Phelan, chairman of the Board of Directors of the National Safety Council, and president of the Michigan Bell Telephone Company, has been elevated to a new position. Effective March 1, Mr. Phelan took over new duties as executive vice president of the American Telephone and Telegraph Company.

"Shirtsleeve" Conference Proposed to Fill Unmet Safety Education Needs

There should be a "shirtsleeve conference" between educators and national non-profit organizations to see what each can do to meet the unfulfilled needs in safety education.

The meeting of this "shirtsleeve conference" was proposed at a meeting of the School and College Conference, held recently in connection with the national convention of the American Association of School Administrators in Atlantic City, New Jersey. The proposal was later approved by the executive committee of the School and College Conference. The chairman of the Conference will name a committee of qualified safety educators and agency representatives to develop criteria for the benefit of national organizations in their preparation of safety materials for school use. Action will be started at once so that a progress report may be made at the October, 1956, meeting of the School and College Conference.

The proposal was the result of a long-felt need, brought out by the recent *Survey of Safety Education Activities and Needs* made by the School and College Division, for educators and national organizations to get together on material that is developed for the schools so that it will be of the type needed and in a form consistent with educational policies and procedures. Many national organizations are eager to meet the areas of stated need in their particular fields of interest.

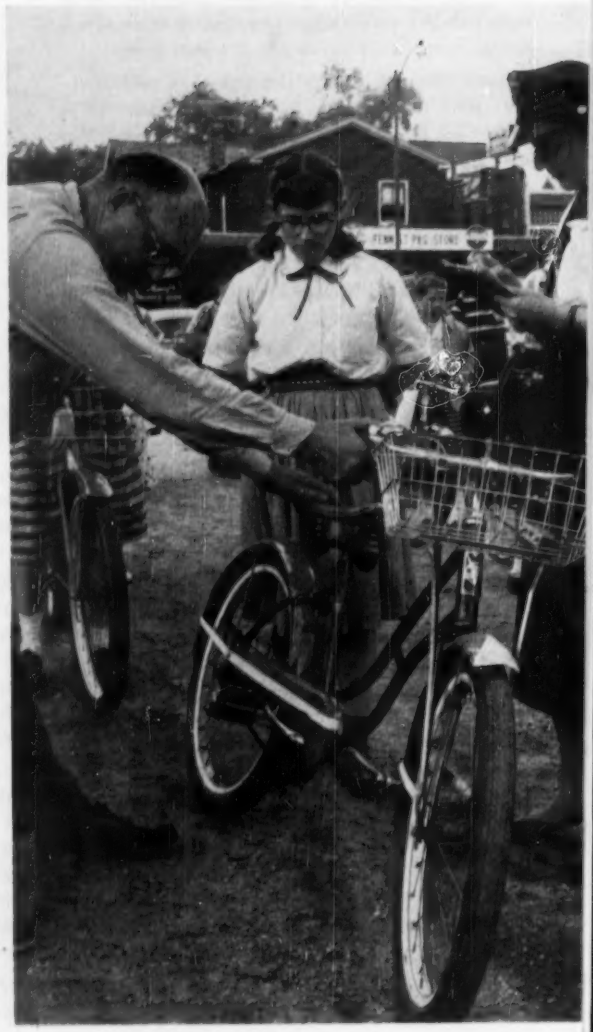
The time has come, it was suggested, for non-school groups interested in school problems in the field or safety to sit down in this type of an informal, working conference to decide who can do what, and how many, collectively, can do a stated job. This has been done before with specific projects.

The committee to be formed will draw up criteria approved by educators to assist organizations in developing materials to meet these needs.

Right: Jean Brown is presented with the bike she won as a champion bicycle rider in Pittsfield. Below: All of the children in grades three through six in a Pittsfield school turn out on the playground for explanation of the bicycle contest by school, traffic officials. Below right: Inspection—repairman checks, policewoman scores.

The story of an effective campaign conducted in a Massachusetts town in May, 1955, when schools, police and American Legion post got together to promote . . .

Better Bicycling in Pittsfield



By Alice V. Coffey
Supervr of Health and Safety Education
Public Schools
Pittsfield, Mass.

"BETTER Bicycling" became a challenge to 3,000 Pittsfield, Massachusetts, school children after a month-long campaign.

Top prize was a brand new bike, loaded with accessories. But each youngster who joined the campaign won new riding skills—and, better yet, respect for traffic and safety rules!

The Better Bicycling Campaign was the happy result of a long-time liaison between the Pittsfield school department, the police department and the local American Legion post. Once each year in Pittsfield, the American Legion sponsors a special safety drive, which is conducted jointly by school and police departments.

The drive is aimed at greater safety in some area where school officials think additional training is needed. This last year, that area was bicycles. Children were riding bicycles in the streets without proper knowledge of how to ride or keep their bikes in good condition. Parents who would never allow their children to swim alone or light firecrackers were letting small sons and daughters ride through the streets improperly trained for traffic safety.

As supervisor of health and safety education in Pittsfield's 22 schools, I have long been concerned about bicycle safety. When Legion Commander Henry M. Hutchings said that $250 would be made available for the post's annual safety contribution, Police Captain Camille Marcel and I decided to launch an all-out bicycle safety drive.

First of all, we agreed to limit the campaign to Grades Three through Six, as that is where the greatest concentration of bicycle riders is located. A school survey showed that 2,100 of the grades' 3,000 members owned bicycles, and the rest of the youngsters rode when they had an opportunity. If these children could be taught the rules of traffic safety, if they could learn how to handle themselves and their bikes in traffic, we reasoned, lives and injuries would be saved. But we also wanted to teach them how to keep their bicycles in top condition, and how to protect bicycles from theft.

To make the children even more interested in learning about safety precautions on bicycles, a brand new bike was planned as a reward to one child who would be the winner over all the others of the bike safety tests.

The program took a lot of planning and even more work. Before the drive started at the pupil level early in May, the assistance and cooperation of dozens of individuals and organizations were secured. Every step in the program was worked out in detail, and once the program started, it rolled along smoothly.

Proper hand signals while riding a bicycle are shown by an intent student at one of the Pittsfield school rallies, when eight- to eleven-year-olds watched demonstrations of safe bicycle riding, learned how to keep their bicycles in good shape, how to protect them from theft.

First, rallies were held at each of the 17 elementary schools. It made quite a show, as a police cruiser with public address system blaring martial music rolled into the school playground.

To the children assembled on the playground, Capt. Marcel, Officer Merton J. Vincent and I gave brief, simple talks explaining the campaign and the need for it. The talks stressed the value of obeying regulations, keeping bikes in top shape, and knowing how to ride well. Officer Vincent told how to lock one's bicycle, other ways to protect it from theft.

A veteran bicycle repairman then demonstrated how to check a bike and keep it in good running condition. Two sixth grade boys demonstrated proper hand signals, common riding faults and showed the boys and girls what they would have to do at later riding tests.

Scoring of riding tests to be conducted was explained. Children were told that "Better Bicycling" buttons would be awarded to those getting at least 35 out of a possible 70 points. The top three contestants at each school would win prize ribbons. Champions from each of the 17 elementary schools would then compete for the shiny new bike on display.

The next phase was covered in the classrooms. Posters, literature (from safety cards to comic-type booklets on safety) and movies all kept the program uppermost in pupils' minds. After learning the safety and traffic rules, the children were given true and false tests. Then all those boys and girls who were agreeable signed bike safety pledges. Everyone did!

Finally, each pupil was asked to write an essay answering the question: "What Can Boys

and Girls Do to Prevent Bicycle Accidents?" When the children had taken their bike safety tests, both written and playground tests, and champions had been chosen, the answers would be the deciding factor among the school champions in deciding who would get the prize bike.

The third and final phase of the program was held on the school playgrounds, on the all-weather macadam areas. First, was a check-up for mechanical condition and safety equipment by volunteer repairmen.

Then came the riding tests. Each child had spent many afternoons and twilight hours training and practicing. Under the watchful eyes of Legionnaires, women traffic officers and school and police officials, the intent, determined contestants went through their paces.

First, there was slow riding for balance, (50 feet in not less than 30 seconds). Then the straight line ride was negotiated (30 feet on a four-inch line). The emergency stopping test, the use of hand signals, obeying stop signs and bike parking followed. A regulation stop sign was used for the "Obeying Stop Sign" test.

The course was set up on a continuous basis so that each child ran through all phases without interruption. All tests were in operation simultaneously on an assembly line plan to allow maximum participation in minimum time.

Results showed that the girls could hold their own when it came to bicycle safety and mechanics. Seven girls became champions of their schools. Of the 51 contestants winning the first three ratings in each of the 17 schools, 35 were boys and 26 were girls.

And one ten-year-old girl was the happiest child in Pittsfield when she won the new bike.

Time will tell the full effectiveness of the Better Bicycling Campaign. But parents and motorists alike say that a marked improvement in youthful cycling habits is readily noticed in the streets of Pittsfield●

Competition was keen in straight line riding.

He's a One

W. F. Leonard Jr. of Dallas, with ample evidence on the value of safety in his business files, gives personal time and graphic talks on the "why of safe living" to high school students throughout his state.

W. F. LEONARD, JR., director of insurance, safety and taxes for the Southland Corporation of Dallas, Texas, has learned about the merits of safety first hand. During more than a quarter century with his organization, he has handled more than 5000 workmen's compensation cases and almost 2000 truck accident claims, each one from first claim notice through investigation and completed payment.

Associated with a company which today has better than 1600 employees operating ice plants, milk and ice cream locations, drive-in food and dairy stores and similar outlets in some 15 Texas towns, Leonard became convinced early that industrial safety was a must for the men and women of his own organization. For almost 20 years he has promoted an active safety program in his company. His work has taken him out into the territory of Southland's operations about four days out of every week, won him three distinguished service awards (in 1953-54, and 1955) from the Food Section of the National Safety Council.

In recent years Leonard has extended his personal efforts for safety from the men and women already employed in his company's plants and stores to the teen-agers who will shortly be applying for work with his and other Texas business organizations. The pictures on this page show Leonard in action in the high schools of his state, bringing the facts on attitudes for safety before driver education classes and school assemblies in major Texas cities. These pictures represent only a part of his current efforts; future safety records of his company, of Texas industry in general, and on the highways of his state may well reflect the effectiveness of his personal contribution toward safety education today●

Man Course In Safety

Above: Two school patrol captains at the James Hogg Junior High School, Tyler, Texas, give W. F. Leonard, Jr. an assist in putting on his assembly program on safety to the assembled school.

Left: At the Ennis, Texas, high school, Principal Davis, left, and School Superintendent Gardner, center, appear with W. F. Leonard on the stage to stress such points as using caution in lifting, how to prevent falls, care of the eyes, and traffic safety.

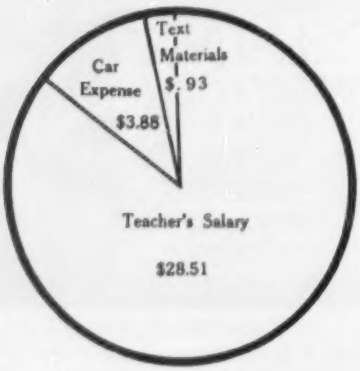
Below: Courtesy and Attitude are two important points that W. F. Leonard stresses in his safety talks. In this 30-minute program, 26 charts and other visual aids are presented. The classroom is in Lockhart High School, Lockhart, Texas.

"In the local chart presentation, we show a comparison of the total accidents in the city, the total number of people injured and killed, the estimated cost of these accidents, and also a chart showing the five intersections in the city where accidents happen most frequently, and the five top causes of vehicle accidents in the city," says Mr. Leonard. "These statistics are secured a few days ahead of each meeting."

Would this approach help you in making local traffic problems vitally important and interesting to your teen-agers? It sounds like a good idea, well worth trying at any school where there is a real problem in bringing to teen-agers a concern about the importance to the community of traffic safety.

THE EDITOR

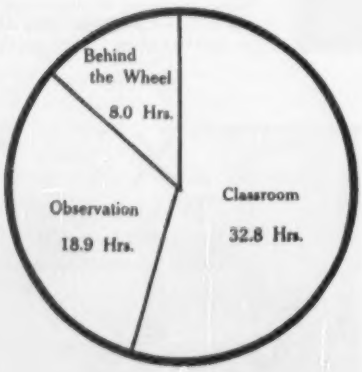
Reports from over 1000 high schools and covering almost 76,000 students taking driver education in 1954-55 show:



It costs $33.32 to give a complete driver education course to the average high school student.

What You Pay *and* What You Get

The average high school student receives 59.7 hours of instruction.



by Earl Allgaier and Sam Yaksich
American Automobile Association

REPORTS from 1,115 high schools offering both classroom instruction and behind-the-wheel practice in driver education indicate that on the average today it costs $33.32 for each student trained . . . and that for this money the average student gets 8.0 hours of behind-the-wheel instruction, 18.9 hours of observation and 32.8 hours of classroom instruction.

Putting it another way, a driver education student today gets instruction at the rate of 56 cents per hour. And when the results accomplished are taken into consideration, this is a relatively inexpensive course.

This study covers reports involving 75,607 students taking courses during the 1954-55 school year. Several comparisons with a similar study made for the 1952-53 school year bring out some interesting trends. There appears to be a slight tendency to decrease the amount of instruction. This may be caused by schools trying to take care of more students with limited facilities.

Averages for the two periods are given in the following table:

	Clock Hours Per Student	
	1954-55	*1952-53*
Classroom instruction	32.8	35.5
Observation in a car	18.9	18.3
Behind-the-wheel practice	8.0	8.6

The number of adults enrolled in the course increased from 8.5 per cent to 10.8 per cent over the two year period.

The total cost of operating the dual control car for the year was $264.33 or 5.36 cents per mile driven or $3.88 per student trained. The average student drove 73 miles compared to 78 miles two years previously.

The instructor's salary is the major item of expense. The cost per student trained was

$28.51 compared to $26.01 two years previously. Teachers are spending more of their time teaching driver education. In 1952-53 the average instructor spent 44 per cent of his time teaching driver education. In the current study, this has been increased to 48 per cent. More significant than this is the increase in the teacher's salary from $3,411 per year to $4,045 per year, an increase of 18.6 per cent. The instructor's salary accounts for 86 per cent of the total cost of the course to the school. This indicates the economic need for methods and devices which will reduce the time a teacher must spend with each student without reducing the quality of instructors.

Insurance is one of the major costs of operating the automobile, since the car is usually loaned without charge by a local dealer. Insurance accounts for 42 per cent of the total operating cost. The average school paid $110.15 for insurance. Only 10 per cent of the schools reported accidents. For the schools having accidents, the cost of the accidents averaged $58.90 per school. Of this $22.59 was paid by the insurance company and the remainder of $36.31 was paid by the school. If the schools having no accidents are included, then for the average school the insurance company paid $2.31 for accidents and the school paid $3.71.

While the overall picture is good, there is a great variation in the programs among the various states. Ten or more reports were received from each of 30 states. Some of these state comparisons are interesting. The miles driven per student varied from a low of 50.8 in New Jersey to 137.6 in North Carolina. In general, the rural states reported more practice driving per student than the urban states.

Classroom instruction averaged about two hours per week, (32.8 hours per semester). The lowest was reported by Virginia (22) and the highest by Texas (41) and Kansas (40).

Behind-the-wheel instruction averaged 8.0 hours and varied from 6.2 in New Jersey to 11.3 in Colorado followed by Texas with 10.4. On the average for the country as a whole, 3.4 students were taken in the car at a time.

Correlation was made between the state traffic death rates and the driver education rating of the various states made by the Association of Casualty and Surety Companies for the 1954-55 school year. The correlation was —.3284 . . . indicating that the states with the best driver education program had the lowest traffic death rates.

The slight changes in program over a two year period are best illustrated in the table below. More students are being trained per school at the cost of slightly lowered standards.

	1954-55	*1952-53*
Total schools reporting...	1,115	864
Persons completing training	75,607	50,080
Average trained per school	68	58
Average hours of classroom instruction	32.8	35.5
Average hours of observation	18.9	18.3
Average hours of behind-the-wheel practice	8.0	8.6
Miles driven per student trained	73.1	78.2
Automobile cost per student including insurance ...	$ 3.88	$ 4.00
Cost per student for text materials, tests, etc.....	$ .93	$ 1.13
Instructor's salary per student	$28.51	$26.01
Total cost per student trained	$33.32	$31.14
Teachers's annual salary..	$4,045.83	$3,411.37

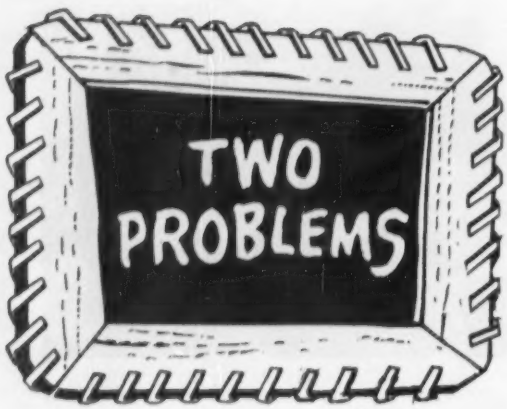
NOTE:

The article on these pages has been summarized for SAFETY EDUCATION Magazine from a comprehensive report on the Cost of Driver Education in High Schools, as recently published by the American Automobile Association. The complete report is available from Mr. Allgaier on request; simply write him at the American Automobile Association, 1712 G Street, N.W., Washington 6, D. C.

THE EDITOR

These plague the school business official today:

the cost of providing compensation following employee accidents, the possibility of public liability suits should students be injured on schoolgrounds. To forestall both headaches from becoming realities, try cooperative action now for plant and pupil safety. And gathering of statistical information can help to solve your



By Cecil G. Zaun
Supervisor of Safety
Los Angeles City Board of Education

WE CAN accept it as a fact: all of you are interested in reducing compensation and liability insurance costs. We will take up each of these problems separately, starting with compensation.

The problem of reducing the number of personal injury accidents among governmental employees is fast becoming a national issue. Governors of various states either have or soon will include a section for governmental agencies in their annual industrial safety conferences. Unfortunately, the average school district of the nation still has very little to offer at such a conference.

We have, for years, been telling one another that we are too busy trying to keep up with increasing enrollments to find time to concern ourselves with matters pertaining to employee safety problems. In fact, the lack of statistical information at this time, in most school districts, precludes any general statements regarding the seriousness of the problem which at this very moment is right in our collective laps.

School districts throughout the nation are paying out excessive amounts of taxpayers' money for on-the-job injuries to employees . . . without making an attempt to analyze the causes, types, and seriousness of the injuries or establishing a program of injury prevention.

It takes personnel to conduct an accident prevention program. Any increase in administrative costs meets with opposition at budget time, even for safety, while a sizeable increase in fixed charges is accepted without question in many districts. Thus we pay added premiums without establishing a program which is the only means of reducing future premiums.

Accident reduction within school systems is no different than within private enterprise. It is the responsibility of top management, to set the pace, give endorsement, furnish personnel and give that type of enthusiastic support to the program which is needed to make it successful.

An on-the-job accident which results in per-

sonal injury or mechanical failure costs money . . . lots of money! Industry has found that accident prevention programs are vital to mass production efficiency and individual efforts alike.

The slow-up on a production line caused by the loss of an efficient workman and the training of a replacement can and has been extremely costly. In fact, the United States Bureau of Standards, in cooperation with the National Safety Council, has determined that for every dollar paid out as a direct cost for compensation and medical payments to injured employees, the indirect costs will be an additional $4. The loss of either certificated or classified personnel is just as costly to schools. And each of you can determine from your net compensation insurance premiums over the past few years a very accurate picture of the total cost of employee accidents within your districts.

Can you reduce your compensation insurance premiums? Take a look at the list of 12 questions on this page. If you can honestly answer all of those questions in the affirmative, then you are on the way to a reduction in premiums. But if you give yourself a negative response to some or all of these questions, your district may not be meeting its legal obligation to the community and employed personnel . . . and your insurance premiums will, very likely, continue to increase disproportionately to salaries paid.

It is just as important to our society that we have safety conscious personnel on the job as it is to train our youth in the safe operation of a motor vehicle through driver education. Both are legitimate functions of the schools; both need to be done well.

The second problem we need to think about deals with public liability of school districts . . . liability arising from negligence, carelessness, defective and dangerous conditions.

While many of you do not operate at this time under the same legal provisions as we do in California, I am sure this topic will be of concern to you in the not too distant future. Let me, first, give you a little personal experience.

For several years I have served as a member of the National Safety Council's committee on standard student accident reporting. This national committee has witnessed a vastly expanded use of the standard report form each year. Meanwhile, each year, as school safety supervisors of the nation have gathered at the National Safety Congress in Chicago, I have personally noted a slow but steady increase in the number of new persons attending these meetings. Obviously, city, county, and state departments of education are now recognizing the need for improving safety services within their districts.

The flare-up over "blacktop" which took place several years ago in Los Angeles is one example of how these lessons are learned. For *"What is all the fuss about? We don't have a problem in our district"* had been the reaction

HOW DO YOU RATE ON EMPLOYEE ACCIDENT PREVENTION?

- Do you require a written accident report from every employee injured on-the-job? . . . or, better yet, from his supervisor who has made an unbiased investigation of the accident?
- Do your accident reports measure up to the standard recommended by the National Safety Council?
- Do you have a central office where these reports are kept on file?
- Do you have within the administrative staff a trained person capable of investigating and analyzing accidents?
- Do you keep a monthly tabulation of on-the-job injuries to both certificated and classified employees?
- Do you make any attempt to convey to the personnel within your district the information gathered from investigations and statistical analysis?
- Do you know whether it is your teachers, custodians, maintenance crews, cafeteria workers, bus drivers or mechanics who are involved in the most personal injury accidents?
- Do you know the relationship of loss experience to insurance premiums?
- Do you know whether your accident frequency rate and severity rate compare favorably with those of other school districts?
- Do you know whether your increase in compensation insurance premiums is in line with salary increases?
- Do you require a regular inspection and a report on the physical condition of school plants and sites for the purpose of systematically removing physical hazards?
- Do you have recognized employee safety committees working on the elimination of hazards and the education of all employees through an in-service and an on-the-job training program?

IMPLICATIONS OF SCHOOL LIABILITY

In almost every state and local district, the teacher may be held liable for injury to a pupil in her charge.

The school safety patrol program . . . suffered in Illinois until a recent law was passed absolving teachers and school patrol sponsors of liability in case of injury. Ohio, however, has no such law and there seems to be little curtailment of the program because of this face.

A pupil insurance program was thought to have the following advantages to the safety education program: It provides information which can be utilized in the school safety program and the insurance company safety engineers will add in checking the school premises for hazards. Safety regulations have followed from these inspections in many cases.

In some respects, but probably not too often, minor restrictions have occurred in the school safety program as a result of possible liability suits. In those areas where liability insurance is purchased, teachers and administrators have enjoyed a greater peace of mind as a result of that coverage. Teacher education institutions might well devote more time to informing their students of the many facets of school liability. It was agreed there was need for increased research in this field.

—quoted from the report of the group which discussed "the implications of school liability and pupil insurance on safety education" at the 1955 National Safety Congress.

of many school district personnel at a time when it was obvious that the public wanted answers to questions for which no answers were available. And why weren't these answers available? Simply because few school districts in the nation had made an attempt to standardize their system of accident reporting.

When the Los Angeles city schools could have used the combined findings of every school district in the nation we found the greatest conglomeration of incomplete, inaccurate, and incomprehensible facts that you can imagine. There was no common denominator being used to denote the seriousness of accidents befalling students; accident frequency and severity rates were unknown terms to many of those contacted.

Let us hope that, should your district become involved in a similar situation, the rest of us can supply the much needed information and statistical analysis of pupil accidents at the moment it is so sorely needed. We can all keep up with the pupil accident picture throughout the country if each district will adopt, at once, the National Safety Council's Standard Procedures for Pupil Accident Reporting and then set about to analyze the reports continuously as part of a complete accident prevention program.

The only hope for a reduction in liability insurance premiums lies in establishment of a complete safety and accident prevention program in every city, county, and state department of education.

Through the years many districts have trusted to luck that pupils would not be injured or that our teachers and principals will "hold the fort." Some have been lucky while others have had some terrifying experiences. It is *not reasonable* to assume that teachers and school administrators whose collegiate backgrounds have been devoid of safety instruction can alone cope with the problem. Even today there are too few who have the background of training and experience to cover all the potential positions of leadership in safety.

Planned programs in accident prevention, with top management endorsement and support, provide the only means at our disposal for the reduction of injury accidents to pupils and employees alike. Such programs for pupils will include:

- Safety instruction in all classrooms at all grade levels.
- Development of administrative policies regarding teacher supervision and pupil activities (unorganized activities are highest in accident frequency and severity).
- Adoption of standard accident reporting procedures which can be used as the basis for determining where your district stands in the national picture.
- A continuing analysis of pupil accidents which, when interpreted by a professional staff of trained safety personnel, can be used as the basis for the development of curriculum materials for teacher use in the correction of local problems.
- An investigation of accidents, which has been determined to be a necessary adjunct to the program.

(continued on page 23)

safety education
data sheet no. 70

Safety with Kites and Model Airplanes

Historical Information

1. The kite took its name from the bird of prey called the kite. This bird is noted for its powerful wings, its gracefulness, its ability to soar high, and to glide for long distances.

2. It is interesting to note that the nest of the common kite is built of sticks, rags and string . . . the same articles most often used to make the kites we fly.

3. No one knows for sure who invented kites. Some say the Greeks, although popular notion credits the Chinese, who have flown them for many centuries.

Use of Kites

4. Kites have . . . and have had . . . some unusual uses. They have started lifelines to ships in distress and suspension cables across rivers. They have been used in meteorological and other scientific observations in measuring temperature, humidity, wind velocity and the like. They have been rigged to take pictures for military reconnaissance and for other purposes. In World War II they served as aerial gunnery

Eager young boys trying to maneuver kites out of trees can find themselves in a very dangerous situation . . . such as this one. The high wires and the tree can combine to give a shock that can injure or kill. Kites and model planes should be flown in open areas, away from trees and wires.

targets for United States troops. Kites, properly grounded, have served to elevate and suspend wireless and radio aerials in difficult areas. But they are best known for seasonal joy they bring to children . . . and their parents.

5. Historically, Franklin's famous experiment of collecting the electricity of a thundercloud by means of a kite, as performed at Philadelphia in 1752, is well known. Perhaps less well known is the fact that the Wright Brothers used a version of a box kite as a glider in their experiments at Kitty Hawk. In reality, early planes were motorized box kites.

The Accident Problem

6. There are no national statistics available on deaths and injuries to children caused by kite-flying. It is common information, however, that numerous youngsters are killed and injured in this activity each year.

7. Water and power companies report that the remains of hundreds of kites are removed from lines annually.

8. Typical accident cases are these: a) One boy was unconscious for 15 minutes and burned on the hands as result of using a fine radio wire as a string for his kite.

b) Two small children were burned attempting to "rescue" a kite from an overhead wire.

c) A high school physics book states that several people have been killed while repeating Franklin's experiment and suggests that none of us should "play with lightning."

d) Youngsters have been killed and injured while flying kites near streets and highways, and many have walked needlessly into the path of motor vehicles while watching their kites.

Recommended Safety Precautions and Measures

9. Fly your kite in a safe area.
   a) Select a level, open space where the wind has a chance to level off and blow steadily.
   b) Keep away from electric wires and poles, buildings, street and highway traffic, ditches, stones, electric signs, railroad tracks and reservoirs.
   c) Take advantage of recreational areas particularly adapted to this activity. For example, the department of parks of New York City has designated 17 areas for safe kite flying, plus eight safe model airplane flying fields, in the boroughs of Manhattan, Brooklyn, Bronx, Queens and Richmond. Other cities have similar areas.
   d) Do not fly your kite from the tops of buildings. The hazards, including a nasty fall for yourself, are numerous.

10. Fly your kite only in dry weather. A wet cord is a conductor of electricity; wet shoes on wet earth increase the hazard since they enable a charge to be grounded more readily . . . and this is dangerous.

11. You risk your life when you climb into a tree or up a pole after a kite to try to get it from an overhead wire or roof. Avoid trying to knock the kite down with stones, too. It is better to lose a kite than your life. Buy or build another kite if your present one should break free or become entangled in wires or roof tops.

12. Construct your kite in, and for, safety.
   a) Draw a sketch of the kite you will construct: its shape and size, the length of sticks, cover, bridle and decorations. Advance planning to achieve a well-balanced, high-flying kite will keep you and your kite out of trouble.
   b) Use materials of sufficient strength: modern, varicolored plastic sheets, cellophane tape and the like; these

assist fast, safe kite construction.

c) Build your kite strongly. Test it for strength by wiggling the parts; then brace as needed.

d) Keep safety in mind as you use scissors, hammers and nails, small saws, pliers, light drills, planes, sandpaper and clamps. Be careful to cut away from yourself or your hands when whittling sticks; close your knife blade when it is not in use.

e) *Never* use metal, such as umbrella stays, in place of wood or plastic sticks.

13. Use a safe cord. It should be considerably stronger than the kite's estimated pull. It should *never* be of wire or tinsel cord . . . and the cord should never be used when wet; your kite may touch a high tension line. In addition, the volume of atmospheric electricity which may be accumulated in an exposed wire of several hundred or thousand feet is too dangerous an electric force to trifle with.

14. Learn to fly your kite skillfully and artistically. Balance, understanding of winds, adjustment of bridle, tail, bow, tautness and manipulative skill under varying conditions . . . all these come with practice and study and make a difference in your enjoyment of your kite as well as in your ability to fly it safely at all times.

15. Do not let your kite fly over radio and television aerials.

16. Avoid freakish winds; study winds for evenness.

17. Use reels and wear gloves when flying large kites. These help to avoid burns in case the string runs through your hands too fast.

MODEL AIRPLANES

The Accident Problem

18. There are no national statistics on deaths and injuries to young people sustained while flying model airplanes. However, with the advent of inexpensive models and kits, the hazards of this sport are becoming more serious.

19. Typical accident cases are these:

a) An 18-year-old boy was badly burned when his model airplane crashed into a power line.

b) A 14-year-old boy flying a model airplane controlled by fine wire was

Above: Flying model airplanes and helicopters can be entertaining and fun, as thousands of hobbyists will tell you. But caution should always be used to make sure whirring parts are kept a good distance away from the body; ordinary precautions should be used in handling parts, gasoline and other potentially dangerous items.

Left: In teaching children how to fly and handle model airplanes, safety should always be stressed. These children are getting a liberal background in safe attitudes as well as an introduction to a wonderful sport.

killed when his plane collided with an electric wire. He was standing on ice at the time.

Recommended Safety Precautions and Measures

20. First, observe all the precautions suggested above in connection with flying kites.

21. Select a site large enough to do your flying apart from power lines, electric wires, trees, homes, or pedestrian or vehicle traffic paths.

22. Provide for adequate spectator safety . . . and control. Consider fencing, distance, proper supervision when setting up your site and making arrangements.

23. Post schedules for the use of facilities: publicize all safety precautions.

24. Handle gasoline and the special flammable fuels required sensibly. Some of the fuels used for model airplanes will burn at temperatures as low as 20° F. The fuel is classified as gasoline for all practical purposes. Consequently you should:

a) Keep only a small quantity on hand . . . not over four ounces.

b) Store fuel out of doors in metal containers with screw tops.

c) Fuel planes out of doors, *never* in confined places.

d) If any fuel is spilled on parts of the engine where it is likely to ignite, wipe it off immediately.

25. Follow safety recommendations of the Academy of Model Aeronautics in regard to strength of wire, proper grounding, and the like.

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The National Recreation Association, 315 Fourth Avenue, N. Y. 10, N. Y.

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G. S. Ripley, *The Book of Games,* Association Press, New York, 1952, pp. 178-183.

(National Board of Young Men's Christian Associations.)

Magazines:

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School Arts, Vol. 51, 1951-52, p. 244.
The Instructor, Feb. 14, 1955, p. 74.
The Instructor, Mar. 1952, p. 33, 39, (song).
See *Readers Guide to Periodical Literature* for additional magazine references.

Encyclopedias:

Practically all encyclopedias give excellent accounts on kite and model airplane flying.

This data sheet prepared for us by Dalibor Kralovic, Asst. Director in charge of safety, Philadelphia, Pa. public schools.

Other Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety on Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

What About College Accidents?

Here Are The Facts

on Student Accidents On . . . And Off One College Campus

as revealed in a survey at Bowling Green State University, Ohio, during the 1954-55 school year

By Philip D. Seker

THIS study was limited to certain student injuries which were reported to the Johnston Hospital at Bowling Green State University for treatment from September, 1954, to June, 1955.

Limitations to "certain" instead of all student injuries were imposed on the writer because records which were available were modified by the following conditions:

- Minor injuries occurring in physical education and varsity sports were not reported to the hospital, but were treated by a trainer.

- No information was available on exposure to injuries in different situations. [More injuries in one place than in another might reflect differences in the amount of activity a person is exposed to.]

- Some injured students received treatment at Wood County Hospital in Bowling Green.

- The analysis of accident-proneness was not attempted because of the lack of proper evidence to prove that accident proneness exists.

Procedures: The information on student accidents was first recorded on an 8½" x 11" form as follows: name of the student, data, time and date of the accident, place of accident, description of the accident, hospitalization, diagnosis, and treatment. The data on the sheets was transferred to a 3" x 5" card and put in a separate file.

The information acquired from the card file was then transferred to a master chart which included the above items in detail. The chart form was developed to provide additional information, but was kept simple so that most of the data could be recorded by a check list.

Items included on the master chart were sex of injured, time of day, day of the week, month, number of persons having one or more accidents, agent causing accident, and locale of accidents considered as on-campus (athletic and non-athletic) and off-campus (residence, traffic, recreational, and others).

For the purpose of analysis body regions were divided into four parts: upper extremities, lower extremities, head and neck, and trunk.

(continued on next page)

These were further subdivided into specific part of body injured.

Findings: Results are as follows:

▸ During the year 603 of the 3,404 students enrolled reported a total of 725 accidents to Johnston Hospital for treatment. This averaged one injured student in every 5.6 enrolled.

▸ Of the entire student enrollment, both male and female, 83.6 per cent reported one accident, 13.4 per cent reported two accidents, 2.3 per cent reported three accidents, .5 per cent reported four accidents, and .2 per cent reported five accidents.

▸ Although injuries were rather evenly distributed over the academic year, the month of March was found to have the greatest number of injuries, with 16.7 per cent of the total reported in that month.

▸ The day of the week accounting for the greatest number of injuries was Wednesday, with 18 per cent of the total number. Thursday was also high, with 17 per cent of the total.

▸ The hazardous hours of the day were found to be between 4 and 6 P.M., contributing 19 per cent of the total number of accidents.

▸ For the entire school year, about eight out of ten injuries occurred on the campus.

▸ On-campus accidents occurred most frequently in athletics for males (about six out of ten) and in non-athletic situations for females (about five out of ten). The principal activities involved were varsity sports for males (about one out of every five) and those connected with physical education classes for females (about one out of every four.)

▸ Accidents in non-athletic activities accounted for the greatest number of off-campus accidents, both for males (12.6 per cent of the total accidents to men) and for females (10.9 per cent of the total accidents to women.)

▸ Off-campus athletic injuries were responsible for 4.4 per cent of all male injuries and 8.3 per cent of all injuries to women.

▸ The principal types of sports in which accidents occurred to males were basketball, football, touch football, wrestling and swimming. Field hockey, basketball, volleyball, and swimming were the sports in which women were frequently injured.

▸ Contusions, which accounted for 19.8 per cent of the total injuries, were the most common type of injuries. Sprains ranked second, accounting for 19.5 per cent; next in order were lacerations, with 15.7 per cent of the total.

▸ The lower extremity was the region of the body most frequently injured, constituting 35.6 per cent of the total injuries. Upper extremity injuries totaled 31.6 per cent.

▸ By specific body part, finger injuries accounted for the greatest number of injuries with 14.2 per cent of the total. The ankle was second in frequency with 12.5 per cent, followed by the knee with 8.8 per cent, and the head with 6.9 per cent of the total injuries.

▸ Falls accounted for 41.5 per cent of the total accidents by type (falls in sports amounted to 16.5 per cent of the total.) Sharp edges accounted for 11.1 per cent of the accidents, and 3.1 per cent of the injuries by agents involved glass.

▸ The 725 accidental injuries were responsible for 6.1 per cent (one out of 15) of the total number of dispensary cases (11,771). Injuries which required hospitalization averaged 8.7 per 100 students. The average length of stay in the hospital was 1.8 days.

Summary: Current literature suggests the need for further information relative to accidents occurring to college students. This project was undertaken in an effort to determine the frequency and type of accidents occurring at Bowling Green State University in just one academic year. [And while future studies on student accidents might indicate that the 1954-55 academic year was unusual on this campus] wherever records have been kept, college administrators have been impressed by the serious nature of the accident problem. A well-planned system for reporting accidents would aid administrators in evaluating their safety program, would provide information needed in safety research, and would assist physicians and nurses in the management of individual cases.

EDITOR'S NOTE

The facts in this article are drawn from a comprehensive survey report prepared by Philip Seker for his master's thesis in education. Purpose of his study: to gather facts to determine the then-current status of student injuries on the Bowling Green campus. Mr. Seker was encouraged to make his study through knowledge of the National Safety Council's stated need for such research at the college and university level; the university administration was also interested in his findings since,

▸ Data on accidental injuries should be essential to initial planning, efficient implementation, and later evaluation of an effective safety program.

▸ Student injury data would produce original injury reports and summaries of maximum value to improve safety instruction and maintenance procedures.

▸ Detailed reports on injuries would provide significant data for individual student guidance.

▸ Injury data would provide guidance of the school safety activities of individuals and groups . . . and

▸ Injury data would aid in protecting the university from liability suits growing out of student injury cases.

Daniel P. Webster Joins Council's School and College Division Staff

He Will Serve as Full-Time Staff Representative for Higher Education

WAYNE P. HUGHES, Director of the School and College Division of the National Safety Council, has announced the appointment of Daniel P. Webster as full-time staff representative at the higher education level.

Mr. Webster comes to the Council from the state of New York, where he served as safety co-ordinator. During the time he was there a close co-operation with the State University of New York led to improvements in the safety program, for both employees and students on the numerous campuses.

Referring to co-operation with the institutions of higher education as a two-way street, Dr. Hughes said: "The colleges and universities should be able to profit not only in regard to their employees, but also in regard to educating their students, from the reservoir of safety information which the National Safety Council has accumulated over the years. On the other hand, the national safety movement should profit by the resources in scientific and psychological knowledge available in the institutions of higher learning.

"We have had fine and profitable associations with many higher education agencies such as the American Association for Colleges of Teacher Education and the American College Health Association. Full-time staff help for higher education will make it possible to continue and enlarge such mutually beneficial types of co-operation."

Mr. Webster has a bachelor's degree in science from the University of Michigan and a master of arts degree from New York University, where he majored in educational administration. He is a candidate for the degree of doctor of education specializing in safety education at New York University's Center for Safety Education.

Mr. Webster has been active in safety work as a staff member for the YMCA, the American Red Cross and as special service officer of the Ninth Tactical Air Command. He has served as safety advisor to the National Council of Boy Scouts of America and was safety chairman of the parent-teacher association of his children's school.

He has been closely associated with the National Safety Council's Campus Safety Committee and one of his first assignments will be the Third National Conference for Campus Safety which will be held at Massachusetts Institute of Technology in Cambridge April 30, May 1 and 2●

School and College Transactions Ready

The School and College Division Transactions, *Current Topics in School and College Safety,* are now off the press.

The Transactions are a record of the sessions held at the National Safety Congress in October, 1955, by the School and College Division.

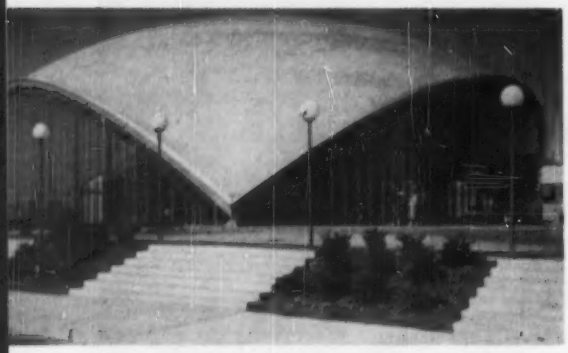
You may order your copy by writing the Order Dept., National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. One to nine copies of the booklet are priced at 46 cents each; 10 to 99 copies, 40 cents each; 100 copies or more, 35 cents a copy.

Two Problems *(cont. from page 16)*

▸ Daily inspection of the school plant for physical hazards and a thorough safety check at regular intervals, which can do much to reduce the district liability insurance premiums through the removal of the hazards which are causing accidents.

▸ Furtherance of the accident prevention program in order that the charges of "negligence" may be reduced to an absolute minimum.

Such a program will pay dividends, both in money saved and in community appreciation for a job well done!



The new Kresge Auditorium at the Massachusetts Institute of Technology, where all working sessions of the Conference on Campus Safety will be held.

Many phases of college safety to be covered at Third National Campus Safety Conference, to be held at Massachusetts Institute of Technology.

Third Campus Safety Group to Meet April 30-May 2

A program designed to include interesting topics in all phases of safety, for all colleges, both large and small, liberal arts and engineering, is that of the Third National Conference on Campus Safety.

The Conference will be held at the Massachusetts Institute of Technology, Cambridge, Massachusetts, from April 30 to May 2. College and university representatives from throughout the United States will gather to discuss their safety problems at that time, find ways they can to improve their safety programs among students as well as personnel, increase environmental safety at their institutions.

Some of the topics that will be discussed during the three day sessions are the following:

- accident types and causes in colleges and universities
- how accident prevention aids university objectives
- fire prevention problems and procedures in a small college, and again, more specifically, fire prevention and protection at Cornell University
- considerations in architectural design related to safety
- sources of assistance in forming a safety program
- a business manager's responsibility towards safety on the college campus
- safety considerations in athletics
- safe handling of high pressure gases and liquids and the use of hoods in college laboratories.

The three day program, organized jointly by the Massachusetts Institute of Technology and the National Safety Council, will offer plenty of opportunities for the person who is new in the safety field to ask questions and participate in the discussion.

A planning committee of college leaders in the field of safety has gathered together an impressive list of speakers and panel members to tell of their programs and experiences and to give conference goers the benefit of their wide experience in campus safety activities. Laboratories and other facilities of the Massachusetts Institute of Technology will be open, and visits for Conference members will be arranged.

All working sessions of the Conference will be held in the new Kresge auditorium on the M.I.T. campus. A small registration fee will cover all events except meals, which will be available in either of two cafeterias on the campus at nominal cost. As there are no hotel facilities at the University, those who attend may stay at the Commander Hotel in Harvard Square, Cambridge, Massachusetts.

Hotel registrations may be made directly. Registrations for the conference should be made as promptly as possible with Mark J. Dondero, Safety Engineer, Massachusetts Institute of Technology, Cambridge 39, Mass.

Developed as a public service by the Ætna Casualty and Surety Company, the Drivotrainer brings "behind-the-wheel" training into the classroom. Using the instruments and controls of real cars, students learn to meet varying driving problems shown on a motion picture screen at the front of the classroom.

Los Angeles Study indicates Ætna Drivotrainer makes possible . . .

"Behind-the-wheel" training for 50% more students with no increase in teaching staff

In comparison with "car-only" method, Drivotrainer cuts costs — proves superior in developing good driving attitudes —and provides a safe method of training to meet emergencies

High costs and lack of teachers — these pose an increasingly serious problem to educators considering expanded programs of driver training.

Now, a controlled research study by the Los Angeles City School Safety Section indicates that the Ætna Drivotrainer reduces costs as much as $11.65 per pupil.

Two comparable groups of high school students were studied. Here are the major findings:

1 The Ætna Drivotrainer cuts on-the-road training time 50%

Students in the Drivotrainer group received only three hours of on-the-road instruction as against six hours for the control students. Yet, the two groups showed practically the same progress in driving skill and knowledge.

2 The Ætna Drivotrainer sharply reduces teacher-hours per pupil

By conventional, car-only methods, 4 teachers in Los Angeles could instruct 560 students per year. With a 15-place Drivotrainer, these same 4 teachers could train 840 students — a gain of 50%.

3 The Ætna Drivotrainer produces significant improvement in good attitudes

Drivotrainer students showed definitely greater progress than control students in developing good driving attitudes, as measured by *Siebrecht Attitude Scale*.

4 The Ætna Drivotrainer safely provides experience in meeting driving emergencies

Through films, the Ætna Drivotrainer confronts students with a wide variety of emergency situations — permits them to gain skill and experience with no danger of being involved in serious accidents.

5 The Ætna Drivotrainer wins student praise

In a questionnaire, 95% of the 113 students in the experimental group stated (a) the Drivotrainer definitely helped them learn to drive; (b) it prepared them to meet on-the-road situations; and (c) they would recommend the Drivotrainer course to classmates.

School systems everywhere can profit by the results of the Los Angeles experimental study. More detailed information on both the study and the Drivotrainer itself will be furnished gladly on request.

For a Condensed Report on the Los Angeles Study and additional information on the Drivotrainer, write: Public Education Department SE-4, Ætna Casualty and Surety Company, Hartford 15, Conn.

ÆTNA CASUALTY
AND SURETY COMPANY
Affiliated with Ætna Life Insurance Company
Standard Fire Insurance Company

Views AND REVIEWS

SAFETY FILMS

Child Safety—Fire Prevention

Preventing Fires in Your Home (35mm silent slidefilm) color. 50 frames. Production date, 1955.

Lets the child see damaging results of a fire in a home and leads him from room to room to locate hazards which may have caused the fire. Illustrated are safe conditions that lead to the prevention of fires in homes, plus ways in which fire hazards in homes can be eliminated. For elementary school levels.

Preventing Fires in Your School and Other Public Buildings (35mm silent slidefilm) color. 40 frames. Production date, 1955.

Emphasizes the responsibility of every student in performing certain duties in fire prevention for the protection of all. From the school, it leads them to other types of public buildings they use in their daily lives, and the types of protection used in these buildings. Measures they must take to benefit from this protection are shown. For elementary school levels.

Prints of both filmstrips are available for purchase from the National Commission on Safety Education, NEA, 1201 16th Street, N.W., Washington 6, D. C.

Scooter Safety

Scooter Skill and Safety (16mm sound motion) color. 10 minutes. Production date, 1951.

For high school levels, gives rules and safety precautions to be taken when riding motor scooters. Such things as using correct traffic lanes, signalling, not using sidewalks, not carrying passengers, are among the many points illustrated. Also shows scooter clubs in action and how they operate. Ten safety rules are given individually at the end of the film. Sponsored by the Louisiana Safety Association.

Prints are available on a loan basis from the Louisiana Safety Association, P. O. Box 1148, Shreveport, Louisiana.

General

Safety Stories (35mm silent sildefilms) color. 45 frames each. Production date, 1953.

(continued on page 40)

Kindergarten Safety Lesson for This Month

April, 1956 Spring Safety

Language

1. Compare safety in spring activities with winter ones.
2. Discuss how weather affects our play.
3. Discuss the safe and unsafe way to:
   a. ride a tricycle
   b. roller skate
   c. fly a kite
   d. bounce and catch a ball
4. How can we take care of our wheeled vehicles so we won't get hurt or hurt others?

Work Period

1. Draw and paint springtime activities.
2. Make kites, jump ropes and balls.

Vocabulary

Shrubbery
Vacant lot
Wires
Property
Electric
Parts of:
   a. a bicycle
   b. roller skates

Rhythms

Hop scotch
Jumping rope
Roller skating
Flying kites
Bouncing balls
Tricycling

Literature

1. *Chicken Little*
2. *Raindrop Splash*—Tresselt
3. *The Restless Robin*—Flack
4. Children tell their own experiences about their play at home.

Miscellaneous

1. On a warm day, take children outside and let them bounce and catch balls.
2. Make a kite and fly it.

Music

1. *Children's Safety Lesson Nos. 7 and 8* — Lumbermen's Mutual Casualty Company.
2. *When You Ride a Bicycle*—I. Caesar

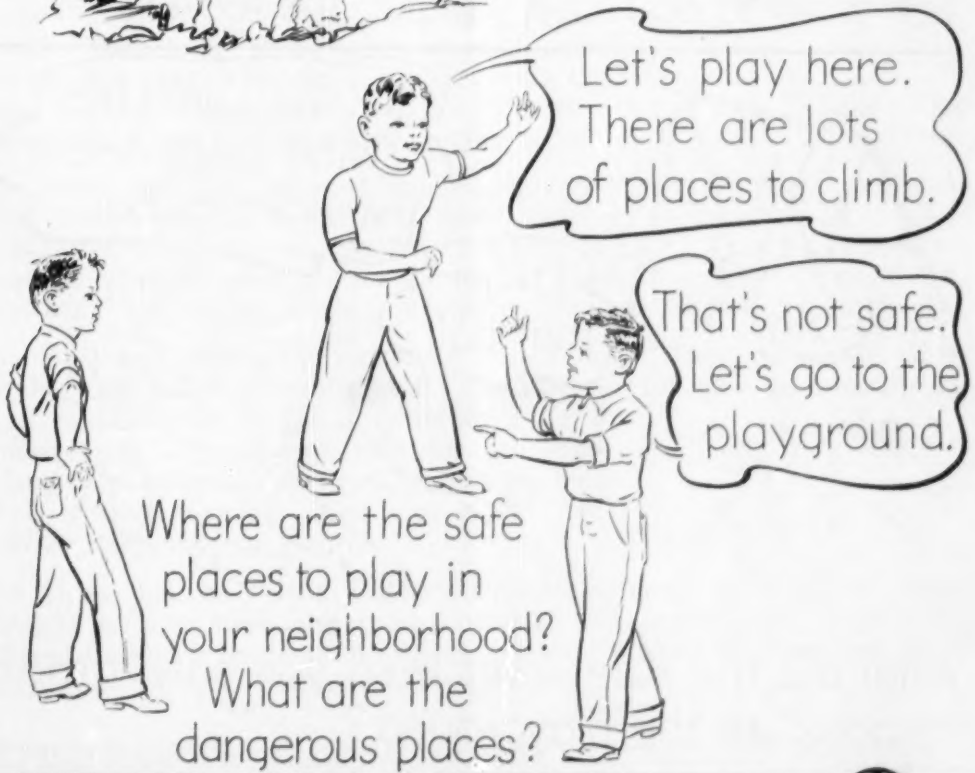
Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.

Lower Elementary

safety lesson

Sketch S-0514-A

A Safe Place To Play



Where are the safe places to play in your neighborhood? What are the dangerous places?

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Tell what to do to be safe on the teeter.

What are the rules that keep you safe other places on the playground?

Aim: To develop the child's feeling of responsibility for his own and other's safety; to develop a desire to use good judgment for safety in playtime activity.

Sketch S-0514-A

APRIL 1956

Upper Elementary

safety lesson

Have Fun—Play Safely

Find the sentence which is wrong

In each of the following paragraphs about outdoor fun, there is one sentence which tells an unsafe thing to do. Look for that sentence and draw a line through it. Remember, only *one* sentence is wrong.

1. Randy and Mike have to cross double railroad tracks on their way to the playground. They cross only at the regular crossing. They look both ways before crossing the tracks. If there is a train passing on one track, they wait until it has gone far enough so they can tell if another train is coming on the other track. They do not throw things at passing trains or at signal or switch lights. When they walk the rails, they hold on to each other's hands so they do not lose their balance. They never hop a ride on even a slow-moving train.

2. Randy and Mike are good baseball players. When they play on the small playground, they use a soft ball. When they play in the street, they watch out for cars. They never throw the bat after batting. When they play in the yard and the ball goes into the street, they look both ways before going after the ball. They warn onlookers to stay a safe distance from the batter.

3. Mary and Jane like to visit their Uncle's farm. They know they should walk on the left on a country road. They are careful near the well and the cistern so they do not fall in if the cover is not on securely. They stay a safe distance from dangerous farm machinery. They pet the bull only when it is eating. They play in the barn only when Uncle John is there.

4. Jimmy likes to walk in the park with his parents. He is a good climber and he tries to climb only trees with dead limbs, so he won't injure living trees. He knows he should not climb up the cliffs along the river, nor should he play on top of the cliff because it might break away.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Answers: Paragraph 1, 6th sentence; 2, 3rd; 3, 5th; 4, 2nd; 5, 4th; 6, 3rd; 7, 4th; 8, 3rd; 9, last; 10, last; 11, 3rd.

5. Pete's father builds houses. He has told Pete it is not safe for children to play around houses that are going up. Pete knows, too, that sometimes children damage new buildings. So Pete plays only in and around old, empty buildings. He is very careful to look where he climbs and jumps.

6. Mary and Joe are proud of their large collection of kites. On windy days they like to fly their kites in the park away from streets and electric wires. They use good strong string with wire in it so there is no danger of their kites getting away from them. If one of their kites happened to fall on an electric wire they know that they should not try to get the kite down themselves but call the company.

7. Tim and David like to play marbles at recess time. They carry their marbles in a cloth bag so they will not drop them on the schoolroom floor. If they drop any marbles on the floor or sidewalk they are careful to pick up all of them. They play on the lawn beside the street and are careful when they go after marbles that roll into the roadway.

8. Mary and Jane belong to the playground patrol. They see that there are no bricks, rocks, or sticks on the playground that might cause boys and girls to trip and fall. They help the small children play their games close to the older boys and girls. They remind the children about playground rules. If there is an accident they report it at once.

9. The children on the playground know that they should not play games too near the swings. If a ball rolls under a swing they wait until the swing stops before getting it. Children who are swinging sit and do not stand on the swing, and they hold on tightly. They know there should be only one child on a swing. They are careful to jump off the swing while it is still moving.

10. Mary and Jane were teetering. They were careful to keep their feet out from under the board. They remained seated, facing each other. When Mary wanted to get off, she warned Jane. Then she got off the teeter while Jane was in the air.

11. After they finished teetering, the girls decided to use the slide. They slid down sitting, feet first. They were careful to hold on to the sides while going down the slide. They always waited until the last child to use the slide had stepped away from the bottom.

Some Things To Do

1. Make a list of the games which the children play on your playground. Give safety rules for each game.

2. If there is play apparatus on your playground make a list of safety rules for each piece of equipment.

3. Have a committee survey the neighborhood for safe places to play. Have the committee list the places and tell what play activities can be carried on in each.

APRIL 1956

Junior High School

SAFETY LESSON

Sketch S-0515-A

Noontime Nonsense

Did Paul Revere Set a Pattern?

All of us are familiar with Paul Revere's famous ride. We remember him because he alerted Americans to protect themselves against an approaching enemy. Perhaps we remember him better than most historical characters because of his method of informing people of danger. His method was dramatic as "—through the gloom and light,/ The fate of a nation was riding that night."

Today some of us need to alert the townspeople and students to the "enemy" who has killed and injured far more people than were killed and injured in the Revolutionary War. We need to awaken people to the dangers of careless driving. If we do it dramatically and thoroughly, "The people will waken and listen to hear."

Look at the "Enemy"

Look at the poster picture. The careless, negligent attitude of the student is your enemy. Can you defeat the enemy? One of the first steps is to study and analyze the "careless driver" problem. Start on your own school grounds. Check the violations you observe in your school parking area. Analyze why drivers have improper attitudes, and then plan what can be done about changing such attitudes. List the most prevalent violations, such as, "careless driving," "show-off driving," poor mechanical condition of car," and others.

Alert Your School

After you have obtained enough data to give you a good idea of some of the unsafe driving practices on your school grounds, plan to alert your fellow students to the danger. Do it dramatically, clearly and forcefully. Write skits with characters that might emphasize certain kinds of improper attitudes, such as: "Temper Tom," "Careless Carol," "Sleepy Sue," "Roger Right" and others. Present these skits before the senior high school groups. Make posters of the same characters with an additional caption, such as "Are you a 'Careless Carol'?" and show an example of a careless teen-age driver.

Use other techniques such as having a panel of "experts," consisting of teen-age drivers, answer questions asked by a traffic officer. Each time a wrong answer is given, a siren should be turned on. A sample question might be: What is one way for measuring how far to stay behind the car in front of you so he won't ram him if he stops suddenly? *(Answer:* one car length for every 10 m.p.h.). Develop a list of these questions for the traffic officer to ask. Be sure he checks them before the program for correctness and practicality.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Present Your Proposed Plan

After you have alerted the student body, present your proposed plan for safer driving practices on school grounds. An excellent film to show with the program is *Noontime Nonsense**. It dramatically shows how students coped with this problem.

After you have started to solve your parking problems and traffic problems at school, start expanding your program to include things you can help with at home to promote safer driving.

Things To Observe Right Now

"The Horn Is Not A Brake"

Some drivers seem to think the horn should be used as a brake. When "horn blower" sees a person crossing the street in front of him or a car pulling out of a driveway he blows his horn but doesn't use his brakes.

1. Observe and think about it—the pedestrian or driver might be deaf.

2. Use caution and slow down when there is a danger ahead.

"The Arm Exerciser"

This kind of driver can't seem to keep his left arm inside the car. He sticks his arm out the window and points to airplanes flying overhead, or "holds up the roof of the car," or caresses the paint on the car door. The driver behind "Arm Exerciser" keeps wondering what's going to happen. For signals are sometimes mixed in with the other meaningless arm motions "Arm Exerciser" makes. The driver behind, if he's smart, will know only two things: that "Arm Exerciser's" window is open and that this driver has only one hand on his wheel.

1. Check on the hand signals of drivers with whom you ride.

2. Start learning now about proper hand signals.

Vocabulary and Safety

Directions: (1) Look up the italicized word and substitute a synonym for it; (2) check the following statements T (true) or F (false); (3) Write in the blank something that you could do to promote safe driving for your family in regard to each statement.

1. *Obscured* (_____) windshields will reduce the danger of accidents. T____ F____. I can _____

2. *Boisterous* (_____) children in a car may cause accidents. T____ F____. I can _____

3. *Sleek* (_____) tires are the safest kind. T____ F____. I can _____

4. *Jostling* (_____) the driver may cause the car to run off the road. T____ F____. I can _____

5. Putting materials on the back seat shelf may *obliterate* (_____) the driver's vision through the rear view mirror. T____ F____. I can _____

6. When car doors are closed, you should never feel *complacent* (_____) and lean against them. T____ F____. I can _____

7. If an overabundance of foliage by the driveway *obstructs* (_____) the view of the street, an accident may occur. T____ F____. I can _____

8. In heavy traffic, *persiflage* (_____) will help the driver concentrate on his driving. T____ F____. I can _____

Learn from the mistakes of others. . . .
You won't live long enough to make them all yourself.

**Write National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. For rent or purchase. 16 mm sound and motion. Black and white or color. Running time 12½ min.* Rental: *Black and white, $5; color, $10.* Purchase: *Black and white, $40; color, $80.*

APRIL 1956

Sketch S-0515-A

Senior High School

SAFETY LESSON

Noontime Nonsense

Teen-Age Driving

Does the driver in the picture above remind you of anyone you know? Great character, isn't he? Perhaps most students in your school don't approve of such a "character," but the sad truth is that many good teen-age drivers are judged by a few "shot-rodders."

A few careless teen-age drivers can cause your community to assume that *all* teen-age drivers are careless. Your parents are less inclined to let you use the family car when they hear and read about some accidents caused by high school students. Thus, the majority of students must suffer because of a few. What can you do about it?

Start In Your "Own Back Yard"

Twenty years ago, a person passing a high school building might see two or three cars parked outside. The cars usually belonged to faculty members. Today, one of the major problems in planning a new school is to provide sufficient parking space for students' cars. Some of the danger spots in student driving occur when teen-agers arrive and leave school—and during the noon hour. Here is where you can start making teen-agers safety-conscious.

Organize For Work: One way to begin studying your school traffic problem would be for a service club or student council to undertake the project. Here are some suggestions for getting started.

Analyze Your Problem: Have observers stationed in your parking area to note safety violations among teen-age drivers. Check your parking area to see if a "one-way" system of lanes would help. Observe the conditions of the cars—are they safe mechanically?

Do Some Research: The club sponsoring the activity might check the library to find out if other schools have worked on a similar problem. Write to other schools for helpful suggestions. Write to School and College Division, National Safety Council, Chicago, for information on teen-age safety conferences. Check with your local safety council for any data they can furnish.

Start a Public Relations Program: Don't wait until you think you have a safety program worked out before you start making your fellow students aware of the driving problem and that it is being studied. Keep up a public relations program as you work on your project. Make posters of such characters as "Shot Rod Harry," "Horn-blowing Horace," and "Lead-foot Lem" with captions such as, "Are *you* guilty?" Display these posters in the hall.

Plan an assembly program where you can acquaint the student body with your project. An excellent film that shows how students in one high school coped with this problem is *Noontime* Nonsense*. This film can be obtained from the National Safety Council.

Follow Through: Start your campaign for better teen-age driving on your own school grounds—and extend it to the public highways.

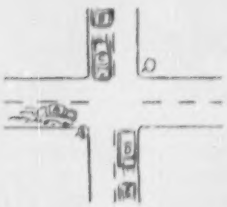
**Write National Safety Council, 425 North Michigan Avenue, Chicago 11, Ill. For rent or purchase. 16 mm sound & motion. Black & white or color. Running time 12½ min. Rental: Black & white, $5; color $10. Purchase: Black & white, $40; color $80.*

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 No. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Legality and Morality

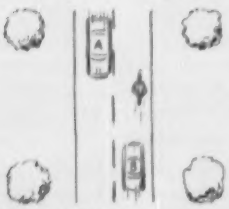
Someone once said that legality is not synonymous with morality. The law is the line below which we may not sink. If we do, we are punished by jail sentences, death or fines. Our behavior, however, should be well *above* the legal limit. Our moral behavior should be on a higher plane than our legal behavior. This also applies to our behavior while driving.

Listed below are instances that are legally right but morally *wrong*. Fill in the blanks of the statements to the right of each picture.



1. Zipping up to a highway intersection and ramming on brakes to stop at sign, (A) is legally right, *BUT* normal reaction of car (C), going 50 mph, is to _____ and thus be in danger of collision with car _____.

Safety Rule: _____

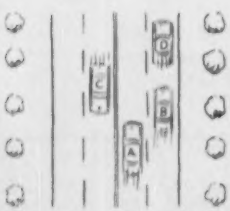


2. (A) is legally right, *BUT* car (B) sees possible danger ahead. Unless (A) does the right thing, (B) will either _____ or _____.

Safety Rule: _____

3. Joe is legally right, *BUT* even though he has only 15 miles to go, he should _____.

Safety Rule: _____



4. (A) is legally right, but the fact that he stays constantly the same distance behind (B) is likely to try (B)'s patience and when (B) does try to pass, there could be an accident because _____.

Safety Rule: _____

What's the Good Word?

Directions: (1) Mark each of the following statements T (true) or F (false) and tell why in each case. Pay particular attention to the underlined word. (2) After you have finished, look up the italicized words in the dictionary and re-check your answers. (3) Analyze all "Why?" answers by class discussion.

1. Full stops should be made in a *perfunctory* manner. T____ F____ Why?

2. Within legal speed limits, you should *correlate* your driving speed with road and weather conditions. T____ F____ Why?

3. *Disconcerting* conversation is often the cause of accidents. T____ F____ Why?

4. When the road is *inundated*, it is advisable to go at least 30 m.p.h. T____ F____ Why?

5. *Decrepit* cars are usually not safe. T____ F____ Why?

6. Lack of sleep has an *enervating* effect on the physical reactions necessary for good driving. T____ F____ Why?

7. Beliefs such as: "I can't get hurt, I'm lucky," "You won't get hurt until your number is up," and "Safety is for sissies," are *spurious*. T____ F____ Why?

8. Careless teen-age drivers can bring *ignominy* to all teen-agers. T____ F____ Why?

9. A teen-age driver who is *obtuse* to the safety of others makes a good driver. T____ F____ Why?

SAFETY AT SCHOOL

In all kinds of weather, the safety patrol lads do a mighty important job — helping to reduce casualties — guarding the safety of their schoolmates. Encourage their work. Equip them properly. Outfit them with Graubard's Safety Patrol Equipment (Approved by safety organizations throughout the United States). Make your selection from the complete stock carried by our company. Here are some of the many items:

All rubber raincoats, made of 100% rubber. Absolutely waterproof, available in yellow, white or black. School city, or sponsor's name on back. Good the year round.

Metal patrol badge that will lend official importance to the people on the school safety patrol. Officer's badges finished in gold color, members' in nickel. All complete with pin clasp.

Snappy eight point style gabardine caps may be had in Navy Blue, other colors on special order.

- Overseas caps
- Felt Emblems
- Patrol Buttons
- Caution Flags
- Rainwear
- Armbands
- Patrol Belts
- Rubber Footwear and the
- "Corporal Digby" Safety Sentinel

WRITE FOR OUR NEW ILLUSTRATED CATALOG

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

Artist Lucille Gehringer, Beverly Hills, California, designed this novel poster, constructed with colorful strips of paper posted on poster board. She submitted it to the Greater Los Angeles Chapter, NSC. Another Gehringer poster is on page 39.

BULL

parents reminded of safety program . . .

Lincoln Elementary School, Elmhurst, Illinois, is the only school in Illinois to be placed on the National School Safety Honor Roll for nine consecutive years. Pointing out this safety record to parents, is a small copy of the honor roll certificate printed on the inside back cover of each *P.T.A. Year Book*.

The outstanding safety program carried out by this school, using the safety patrol as its backbone and one of its chief teaching aids, was recently featured in a full-page story in the *Chicago Tribune*, under the headline, "School Accents Safety Every Day—and Gets Results!"

Patrol boys at Lincoln school teach pupils how to cross streets, how to watch stop lights, how to live and walk safely. Outside, they stage street demonstrations of the hazards of running out from behind parked cars, escort smaller children to hazardous spots in the school's vicinity—railroad crossings, busy intersections—to give them on-the-spot reminders. They have constructed model traffic lights and railroad crossing signs, model cars and a model Lincoln school in order to show their classmates how to go to and from school without getting hurt.

Bicycle safety is enforced by patrols at Lincoln School also. Should a youngster be seen by a patrol ignoring safety rules while on his bicycle, he is given a summons to appear at the next meeting of the school safety council. After testimony by the school patrol and the violator, the youngster who has ignored the rules is prohibited from using his bicycle for a week or two, with notices going to his parents asking them to cooperate by making sure the youngster's bike stays in the garage for the stated period.

"We can see the fruits of our efforts in our safety records," says Fred Gills, principal of Lincoln School. "We know our program works—and works well."

glass door stops cage player . . .

A basketball player who crashed through a glass door in the gymnasium while playing in an intramural basketball game at Grove City College, Erie, Pennsylvania, died as a result of injuries he received.

The boy was cut severely, and death was due, apparently, to loss of blood, according to Dr. Weir C. Ketler, president of the college.

teen-agers discuss traffic problems . . .

Counselors to teen-agers couid attend but were not permitted to join in on the recent all-day session for teen-agers sponsored by the Long Beach Safety Council, the Greater Los Angeles Chapter of the National Safety Council, the Long Beach Public Schools and the California Association of Student Councils.

Some 280 teen-age representatives from Long Beach and Los Angeles County schools attended the meeting. Subjects discussed included student traffic courts, relations between students and police, pedestrian safety, drag strips, car clubs and correcting faulty teen-age drivers' attitudes.

Each discussion was led by a teen-ager, and counselors who attended were permitted only to ask questions.

"safety magic" in 40 states . . .

A police officer who uses his ability as a clever magician and his police experience to teach children how to keep from getting hurt in traffic accidents is Sgt. Carl S. Pike of Grand Rapids, Michigan.

PROBLEMS, PATROLS, PARKING

Sgt. Pike has gone on leave from the Kent County Sheriff's Department, Grand Rapids, to appear with a "Safety Magic" show, under American Trucking Association sponsorship, before more than 1,000,000 school children in 40 states. The show consists of a brief, fact-packed talk followed by a truly mystifying magic show in which each magic trick illustrates a point of good safety behavior.

A veteran of the stage before entering police work, Pike has worked with school safety patrols and developed safety programs that have aided in materially reducing the traffic accident rate.

school patrols commended . . .

School patrols of a Syracuse, New York, grammar school were commended recently in a letter from the Syracuse chief of police, Harold F. Kelly.

Their act worthy of commendation: controlling their schoolmates and keeping them in orderly lines when a fire broke out in a building near their school just as school let out for the afternoon.

The fire was a serious one, and several pieces of fire equipment were standing by. A number of patrol boys observed the situation, immediately donned their patrol belts and assisted by forming their own "fire lines" which held back the school children who were at the scene. "Although their efforts to keep all of the children away were unsuccessful, their assistance in keeping most of them back was in a great measure responsible for the fact that the fire was quickly placed under control, with no injuries sustained to witnesses," read Police Chief Kelly's commendation. "The patrols were also responsible for the fact that police officers were able to devote most of their attention to traffic problems."

The police officer expressed gratification that the children were being instilled with a sense of responsibility that carried over from the school and school grounds to the home and community.

traffic short courses open at Northwestern . . .

Two of the three main areas of police traffic work will be covered in short courses starting in April at the Traffic Institute of Northwestern University, Evanston, Illinois.

"Accident Investigation," beginning April 16, and "Traffic Law Enforcement," beginning April 30, will last three weeks each and will be open to state, county and municipal police officers and other qualified public officials.

The course in accident investigation will show how the amount and kind of information gathered at the accident scene can be improved through supervision and training, actual procedures of scientific investigation such as the determination of speed from skidmarks, chemical tests and photography.

In the traffic law enforcement course, methods of improving enforcement through better use of police manpower and equipment will be stressed. Subjects will include the management aspects of selective enforcement, apprehension of violators, traffic patrolling, and special enforcement activities, as well as the legal authority of the police.

Tuition for each of the three-week courses is $135; both courses may be taken in five weeks at a tuition of $202.

Miss Chicago pushes driver education . . .

A 22-year-old brunette who holds the title of Miss Chicago and won third place in the Miss America contest will travel 10,500 miles in the next few weeks to publicize the value of driver education in the nation's high schools in developing safe driving attitudes and techniques among young drivers.

Miss Florence Gallagher, will represent the Allstate Insurance Company in the next few weeks when she travels to Allstate's branch offices throughout the nation speaking on high school driver education, as a feature of the company's 25th anniversary celebration.

In each city, certificates of commendation to those leaders who have been active in traffic

safety and in support of high school driver education will be presented by the young lady in the name of Allstate. On each of her stops, Miss Gallagher will urge driver education through the press, radio and television. She will not only discuss the safe driving techniques taught in high school driver education courses, but she will also demonstrate them when circumstances permit.

dates set for Genesee Valley meet . . .

Home and school safety, traffic and public safety, materials handling and other aspects of industrial safety and commercial vehicle safety will be among the subjects covered at the Genesee Valley Safety Conference, to be held in Rochester, New York, on May 22, 23 and 24.

Two nationally known figures in safety engineering and administration have been obtained as speakers for this regional safety meeting. They are: Roland P. Blake of Bethesda, Maryland, safety consultant to industry and government and a pioneer in the history of the American safety movement; and Edward B. Landry, Washington, D. C., national president of the American Society of Safety Engineers, and director of safety and health for the U. S. Post Office Department. They will cover, respectively, on-the-job training and progress in safety engineering.

Other features of the conference will include luncheons with discussions of traffic safety and home safety, a special evening program for industrial foremen, a safety engineering luncheon, and a convention banquet.

Information about advance registration is available from William H. Keeler, Secretary-Treasurer, Genesee Valley Safety Conference, 55 St. Paul St., Rochester, N. Y.

songs for safety . . .

"I stop my feet when I cross the street, I'm as careful as can be. The cars come down the road so fast, I'm afraid they won't see me!"

Such simple safety songs, written especially for children in the first three grades of school, have been collected in a book and used extensively in the schools of Easton, Pennsylvania. Written by Muriel Messenger, with Lt. Thomas J. Marcellus of the Easton police as technical advisor, the songs cover such topics as obeying traffic lights, darting between parked cars, roller skating safety, the policeman as a friend, going home from school safely and the dangers of running and playing while eating such things as lollipops.

The booklet, *Singing for Safety,* is priced at fifty cents. More information may be obtained by writing Thomas J. Marcellus, Lieutenant of Police, Easton, Pa.

training shows up . . .

A study in Keokuk, Iowa, recently revealed that 92 per cent of the driver education students in that city *do not* have recorded violations.

Untrained Keokuk high school drivers have three times as many violations as trained drivers, the study showed.

Approximately half of all high school graduates in Keokuk have completed the driver education course.

school patrols score . . .

Featured in a full-page ad in the *Saturday Evening Post* recently by the Mack Truck Corporation, was the nation's school patrol.

Shown signalling children across a heavily-traveled street was a young school patrol, resplendent in his white belt and cross-strap. A policeman stood, smiling, near the child. Waiting for the children to pass is a huge Mack truck.

Headline on the ad was "Picked for the Important Jobs."

hard to find a parking space?

If all motor vehicles registered in the United States were moving bumper to bumper at one time, the line would stretch for more than 200,000 miles—the same as 70 lanes of cars from San Francisco to New York. If these cars were packed in a parking lot which is divided into six by eighteen foot stalls, the sea of motor vehicles would stretch over an area eight times the size of Rhode Island.

high schools adopt practice driving plan . . .

The Detroit Multiple-Car Plan teaching driver skills, which utilizes off-street areas for practice driving, has been adopted in at least four other Michigan cities. Seven high schools in Detroit are now using the system.

pipe-bat kills child . . .

A length of pipe being used as a bat in a neighborhood "baseball" game accidentally flew from one of the player's hands and killed a 13-year-old Chicago school boy recently.

The victim, Milton Alexander, a sixth-grader, was struck in the head, later pronounced dead on arrival at County Hospital.

The children were playing across the street from their school, using the pipe to bat tin cans and stones into the air.

school bus—Danish style . . .

"Eight million American kids ride school buses today," starts out a piece in a recent copy of *This Week* Magazine, "but probably none of them have quite as sporty a conveyance as that used by the nursery school in Nyborg, a small fishing town on the Danish island of Funen."

The school bus *This Week* was referring to is a small cart, loaded with children bound for nursery school. It is pushed by the teachers, who call for the children and take them home along the uncrowded streets of Nyborg. An advantage of this mode of transportation, says the magazine, is its economy and ample opportunity for fresh air!

new driver education course . . .

A course in basic driver education, with credit of three semester hours, will be offered during spring and summer semesters by the Northern Illinois State College, DeKalb, Illinois. Those who are interested in this course or would like to inquire about advanced driver education courses should contact Mr. Lawrence Secrest, Northern Illinois State College, DeKalb, Illinois.

What can be done using poster board and strips of colored paper is shown here by Artist Lucille Gehringer, Beverly Hills, California.

6,000 to meet on safety . . .

Sixty sessions, covering almost all phases of traffic, industrial, home and school safety will mark New York's 26th annual Safety Convention and Exposition, to be held beginning April 16 in the Hotel Statler, New York City.

Six thousand safety experts and accident prevention workers from all parts of the nation will gather in New York for the five-day conference, in an effort to reduce this country's annual accident toll of 90,000 lives, more than 9,000,000 disabling injuries and economic losses estimated at almost ten million dollars.

The exposition will be held under the sponsorship of the Greater New York Safety Council. Some 82 cooperating agencies, among them the Army, the Navy, the Atomic Energy Commission, the Red Cross, branches of city and state governments and business, civic and engineering organizations, will also take part.

More than 200 addresses and reports will be given by scientists, engineers, law enforcement officers, educators, safety engineers and other professional persons.

New York City will officially observe "Greater Safety Week" over the convention period to emphasize individual responsibility for safety.

Exhibits of latest developments in safety devices, protective equipment, psycho-physical

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **School Room Seating:** Information on wood and metal finishes and the plastic tops used on this classroom furniture is given at the beginning of this 12-page catalog which contains descriptive data on the full line of desks, chairs, tables and auditorium seats. Globe Mfg. Co., 1722 N.E. Third Ave., Amarillo, Texas.

2. **"Realock Institution and Recreation Fences":** Brochure describes all types of fences and backstops for recreation facilities such as ball diamonds, swimming pools, tennis courts, etc. Realock Fence Dept., The Colorado Fuel & Iron Corp., 361 Delaware Ave., Buffalo 2, N. Y.

3. **Emergency Lighting:** An eight page catalog No. 5736, shows a complete line of battery-powered emergency lighting equipment. It contains diagrams, charts, and specifications useful to those planning emergency lighting installations. Exide Industrial Div., The Electric Storage Battery Co., Box 8109, Philadelphia 1, Pa.

4. **Safety Patrol Equipment:** Bulletin features safety patrol raincoates with "Scotchlite" school patrol emblems. Also shown are uniform caps, capes, patrol belts, badges, emblems, arm bands, patrol flags, red glo traffic cones, etc. Conney Products Co., Fond du Lac, Wis.

5. **"Making Stairs and Walkways Safe":** The fully illustrated folder describes how to repair stair treads that have become worn and dangerous. The leaflet shows a complete selection of Wooster extruder and cast metal safety stair treads recommended for stairing repair. Wooster Products, Inc., 100 Spruce St., Wooster, Ohio.

SAFETY EDUCATION APRIL 1956

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5

Name .....

Title .....

Address .....

City .....

State .....

tests for motorists, incentive systems and other aids to accident prevention will be shown in conjunction with the exposition.

The Tribune speaks up . . .

From an editorial in the *Chicago Tribune:*

"We hear a great deal about the danger of polio and other diseases afflicting children, and we are exhorted to raise large sums of money for prevention of those diseases. The campaigns are commendable, but let's keep them in perspective. Nearly 6,000 children were hurt by automobiles in the first 11 months of 1955, but the number of cases of polio in all of 1954 was only 276. The number of cases of rheumatic fever was 163. The number of children afflicted with tuberculosis was 126.

"If a disease injured 6,000 Chicago children annually the clamor for a remedy would be loud and incessant. TV and radio stations would be broadcasting day and night. Politicians would be rushing to claim credit. . . . Gigantic funds would be raised to care for the victims.

". . . It seems plain that parents should spend less time worrying about diseases and a great deal more time in teaching their children to be careful during playtime hours."

Views AND REVIEWS

• • • SAFETY TEACHING AIDS

(continued from page 24)

A series of six filmstrips for primary levels dealing with home, school, play, street, and vacation safety, plus helping maintain the safety of others. Color drawings hold attention of the viewers. Titles: *Home Safety* (Jeff and his uncle go on a safety hunting "expedition" through their home finding accident hazards), *School Safety* (Jeff discovers safety rules can be fun and save a lot of trouble when he's at school). *Play Safety* (a rubber ball tells the story of how he and his owner, Jeff, teach a friend important rules about playing safely), *Street Safety* (Jill learns the hard way about safety and riding a bicycle), *Vacation Safety* (Jill goes to visit her uncle in the country and learns about safety rules for vacationers), *Safety Helpers* (Jill learns about the people whose business it is to help keep others safe, healthy, and happy).

Prints are available for purchase from Encyclopedia Britanica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

"I was pickin' pansies in Belleau Wood"

THEY WERE only a handful of dirty, haggard Marines. Paralyzed, they hugged the earth outside Lucy le Bocage as murderous German fire poured at them. And then they heard their little, middle-aged sergeant:

"Come on, you ---- -- -------!
Do you want to live forever?"

That yell, and the charge that followed, made Sergeant Dan Daly famous. But he wanted no glory. He already had *two* Medals of Honor, one earned in Peking, the other in the jungles of Haiti.

And when reporters asked about his World War I decorations, he said: "I was out in Belleau Wood pickin' pansies for my girl one day. And the officers said: 'Let's give the poor guy a medal.' Well, sir, they give me the DSC . . ."

No hero to himself, Dan Daly was a fearless and expert professional soldier—one of a breed some folks don't expect of a wealthy, peaceful land like America. Yet America's ability to produce men like Daly is a more important clue to her strength than all the gold at Fort Knox.

For it is Americans by the millions that make our nation great. And it is their priceless strength that backs our country's Savings Bonds.

That's why there's no finer investment in the world than these Bonds. Invest in them regularly, and hold on to them.

It's actually easy to save money—when you buy Series E Savings Bonds through the automatic Payroll Savings Plan where you work! You just sign an application at your pay office; after that your saving is done *for* you. The Bonds you receive will pay you interest at the rate of 3% per year, compounded semiannually, when held to maturity. And *after* maturity they go on earning 10 years *more*. Join the Plan today. Or invest in United States Savings Bonds regularly where you bank.

Safe as America—
U.S. Savings Bonds

The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.

Now available...

A complete course on accident prevention practices in caring for small children.

Many teen age students earn pocket money and perform a useful service as baby sitters—but in caring for small children, they hold the safety of human lives in their somewhat immature hands. Accidents happen, which could be avoided with just a little knowledge. The National Safety Council has compiled a variety of materials which form the basis for a course in baby sitting safety. Including a motion picture film, lesson units, case histories, and a wealth of data for instructors, this course can be given in home economics classes, P.T.A. groups, clubs and social groups. You can perform a valuable community service by informing any of these groups with which you have contact, of the availability of this course. A description of the materials is given below. Write to the Council's School and College Division for full information.

An effective baby sitting safety course can be offered with good results by the following:

Home Economics classes

P.T.A. groups

Young Peoples Church groups

Girl Scouts and Campfire Girls troops

Y.W.C.A.

Local Red Cross Chapter

Local Safety Council

Women's Service Clubs

BABY SITTER SAFETY PACKET

Contains an outline for the complete course, lesson units, sample training materials, suggested programs for clubs and service groups, planning guide for club or community projects, news releases for local newspaper or radio station, case histories of accidents. Full material for alerting parents, sitters and community to the need for safety education for baby sitters.

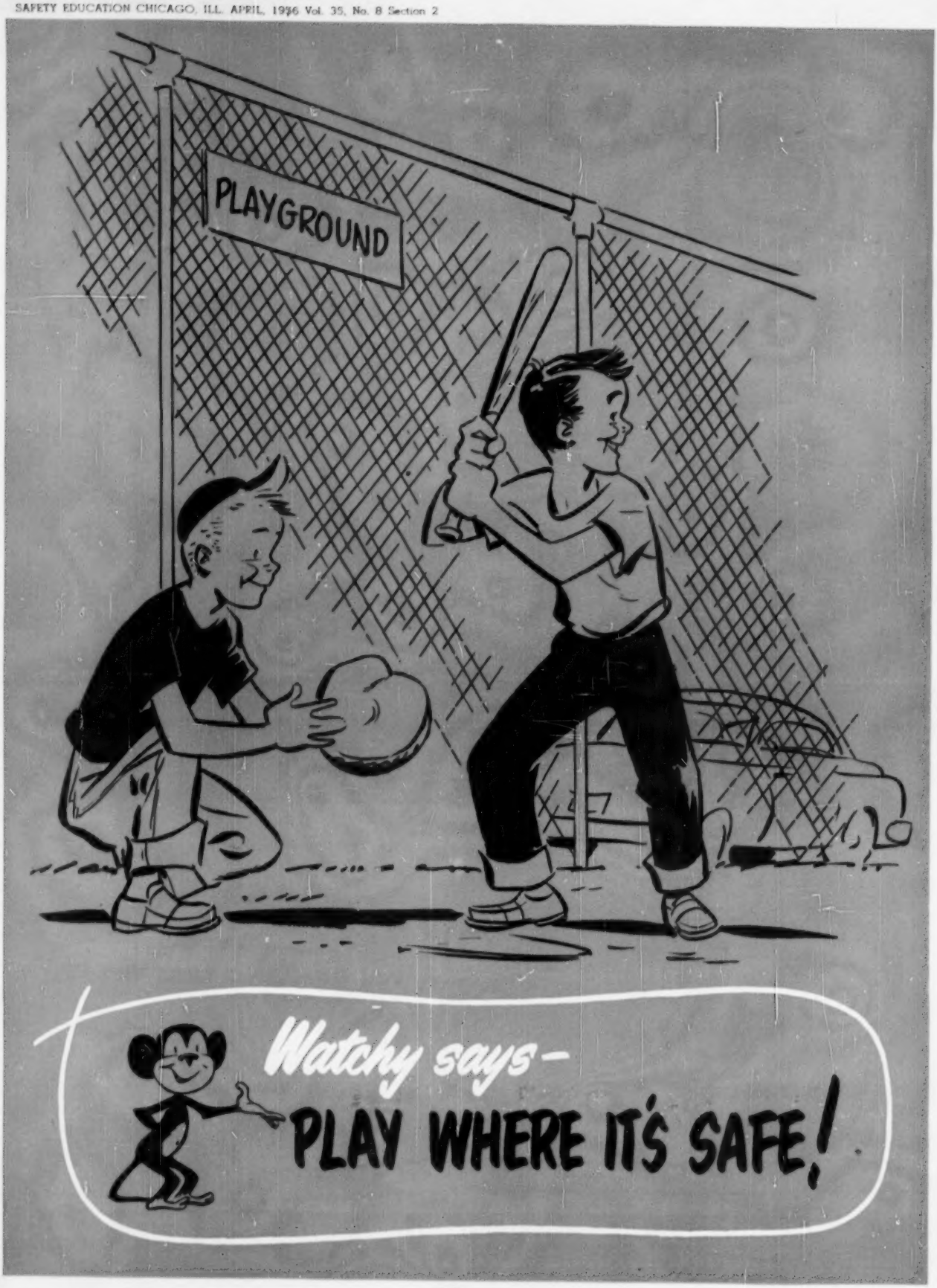
YOU'RE IN CHARGE

A motion picture film aimed directly at teen age sitters, and using teen age actors. Shows the precautions that a sitter must take, as well as the explanations and information that parents must give to their sitter. Available in black and white or color. 16mm sound and motion with 12½ minutes running time.

BABY SITTING—Safety Education Data Sheet No. 66

A 6 page study of accident prevention methods in baby sitting. Covers evening sitting, mealtime sitting, bathing, supervising play, bedtime, emergency care. Can be used as the text for the entire course.

NATIONAL SAFETY COUNCIL 425 N. Michigan Ave., Chicago 11, Ill.



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HEAVY-FOOTED
DOUBLE-TROUBLE!

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